DOCUMENT RESUME

ED 455 238 SP 040 167

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TITLE Moving beyond Our Education Community: Student Teaching Abroad.
PUB DATE 2000-04-00
NOTE 45p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Consciousness Raising; Cultural Awareness; Cultural Differences; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Student Teaching; *Study Abroad
IDENTIFIERS Australia

ABSTRACT

This paper presents an overview of a student teaching abroad program. Student teachers at Texas' Baylor University have an option to participate in a three-semester hour elective involving student teaching in schools in Brisbane, Queensland, Australia. This experience is an extension of their required student teaching. Experiences are provided for early childhood, elementary, secondary and special education preservice teachers. The purpose of the program is to offer student teachers a more global perspective by traveling, living, and participating professionally in another country. Through this experience, preservice teachers encounter social, cultural, economic, governmental, and educational issues. Students attend weekly class sessions to prepare for the experience. Once in Australia, they work as professionals within the schools for at least 3 weeks and travel for 2 weeks. Evaluation of student teachers' experiences indicates that respondents learned more about diversity, planning, and professionalism and developed more positive feelings about the value of extra teaching experience, flexibility, content knowledge, and planning and selecting teaching materials and methods. An appendix presents a course syllabus, the travel handbook for participating student teachers, and evaluation forms. (SM)

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ED 455 238

Moving Beyond Our Education Community:

Student Teaching Abroad

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Abstract

Student teaching is a culminating experience and an important phase of professional preparation. Student teaching abroad provides an opportunity to move beyond local, state and national education communities and to acquire a more global perspective. This article provides an overview of a student teaching abroad program.

Students in teacher education at Baylor University have an option to participate in a three-semester hour elective of student teaching in a school setting in Brisbane, Queensland, Australia. This is an extension to required student teaching. Experiences are provided for the Elementary, Early Childhood, Secondary and Special Education pre service teacher.

The purpose of the program is to allow the pre service teacher a more global perspective by traveling, living and participating professionally in another country. Pre service teachers encounter social, cultural, economic and governmental issues as well as issues and practice in education.

Moving Beyond Our Education Community: Student Teaching Abroad

Student teaching is an important phase of professional preparation. It provides opportunities for the pre service teacher to put theory into practice and to see specific ideas translated into reality. Student teaching is a culminating experience for the student in teacher education.

Student teaching abroad offers an opportunity for moving beyond the local, state, and national education community. Experiences are provided that are international in scope. The purpose of a student teaching abroad program is to allow pre service teachers to acquire a more global perspective by traveling, living, and participating professionally in another country.

This can take place with the guidance of university faculty. Pre service teachers encounter social, cultural, economic and governmental issues as well as issues and practice in education.

The Program

Students in the Teacher Education Program at Baylor University have an option to participate in a three-semester hour elective of student teaching abroad. This is an extension to the required student teacher.

Collaboration with Griffith University in Brisbane, Queensland, Australia and selected state schools in the Mount Gravatt area provide teaching experiences in Elementary Education, Early Childhood Education, Secondary Education and Special Education.

Students in the program attend a weekly class session to prepare for teaching and travel. They study the history, geography, government, the educational system and culture of the country. Students must implement strategies to link their international experience with their local teaching environment. Students must also prepare instructional materials for the teaching abroad experience.

The international experience begins with a brief stay in Auckland, New Zealand. Here the students are introduced to the Moari culture.

The Program Goals

Student teaching in Australia is designed to extend student teaching in a typical setting in another country. Students are involved in a full time school experience for a minimum of three weeks and cultural experiences through travel for two weeks. Program goals are:

to extend the teaching experience in a different environment.
to describe Australian schools.
to compare and contrast the Australian system with the American system
to develop a knowledge of history, geography, and the arts of the country.
to appreciate a culture by living directly in that culture.

The Teaching Experience

After arrival at the university campus, students are briefed about their teaching environment. The student teachers have prepared lessons and materials to introduce themselves and their living and learning environment to their new students.

On the first teaching day student teachers, accompanied by the university faculty, meet the principal and are introduced to the school setting. Next they meet their teacher and observe the classroom. The remainder of the school day is spent becoming acquainted with the students and the school routine. A conference at the end of the day provides a time for the student teacher and teacher to outline the responsibilities and events of the experience.

Students plan each day with the teacher. They examine instructional materials and become familiar with programs and curriculum. Student teachers engage in all duties of the teacher including swimming, playground and coaching.

Student teachers plan and present a unit. This study usually presents topics of American history and culture or Texas history and culture. Students link the Australian classroom and American classroom. Activities include pen pals, photo journals, drawings, writing books about the school and local community and e-mail.

In the Infant and Primary schools student teachers engage in team teaching and teaching in multi age classrooms. In secondary schools student teachers teach in their first or second teaching fields. They plan with the teacher and follow the schedule of the teacher.

Inclusion is the practice. Pre service teachers in Special Education have the opportunity to work with the specialist, plan activities for specific learners and work with the children in their regular classroom setting.

The school year begins in January and is divided into four terms. Student teachers in the Fall Semester participate in the end of the year activities, and student teachers in the spring semester participate in the beginning of the year activities.

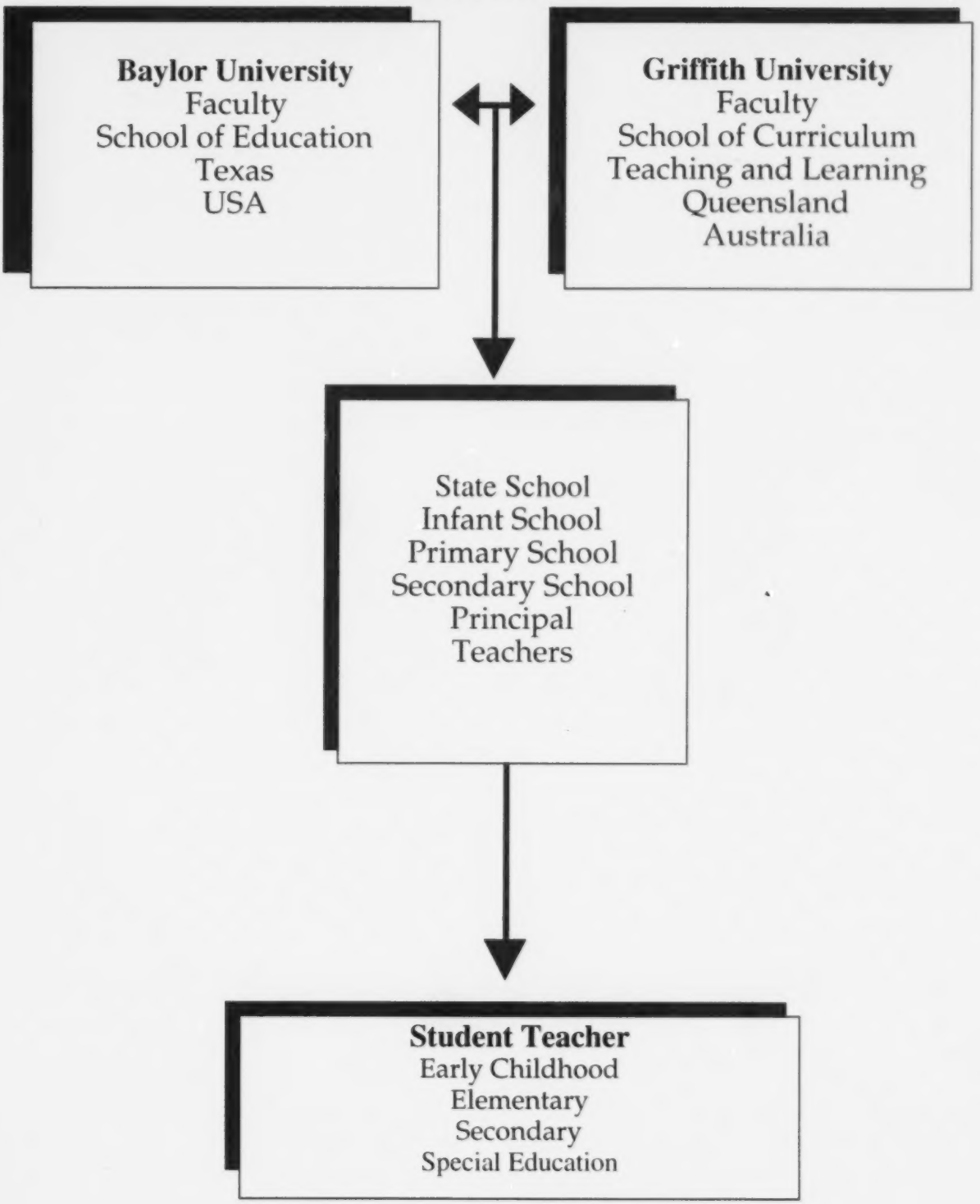
Student teachers are involved in a variety of activities. End of the year trips, event based learning, record keeping, inventory, writing requisition, sports day, coaching, inservice meetings and meetings with parents and teaching daily lessons add to the learning opportunities.

At the end of the student teaching experience, principals, faculty, parents, and students provide a farewell for the student teachers. Teas, parties, programs, dinners, gifts and even a few tears provide a celebration of friendship, teaching and learning.

The Program Model and Chart of Responsibilities

Student Teaching in Australia is a course in the Student Teaching Abroad Program of the International Program of the School of Education. This program is a collaboration between the School of Education at Baylor University, Waco, Texas, and Griffith University Mt. Gravatt Campus, Brisbane, Queensland, Australia. Following are the Program Model and Chart of Responsibilities.

The Program Model



Responsibilities:

Participants in the program have designated responsibilities.

Program Director

- The program includes a Director of Student Teaching in Australia. The Director works with the Director of International Programs to make arrangements for travel and secure teaching assignments.
- Responsibilities of the Director include making travel arrangements, conducting class periods prior to departure, recruiting and selecting student teachers, communication with university supervisors and supervising teacher, conducting final seminars after teaching experience, writing final evaluations and, determining the course grade.

University Faculty

- The students are accompanied by faculty in teacher education. Responsibilities of the faculty are traveling and assisting students, making necessary adjustments in arrangements, accompanying students to school each day, conducting seminars and discussion, providing feedback and assisting with planning as needed, completing evaluations, communicating with state school faculty and local university faculty.

Griffith University Faculty

- Faculty of the Department of Curriculum, Teaching and Learning at Griffith University assist in arrangement for the experiences. The Director of Pracitum makes the school assignments. The Dean of the department contributes to public relations and all faculty provide a welcome and assist with problem areas. The resident life Director makes arrangements for on campus housing.

State School

- The principal at each school selects the teachers to participate in the program. The principal assists the student teacher in understanding the program and school environment.
- Teachers provide the teaching experience, assist student teachers in planning and write a final evaluation of the experience.

Student Teacher

- The University student must make application and meet the requirements for student teaching. The student teacher must attend all classes prior to departure, prepare to teach and travel, and complete specific assignments. The course is a three semester elective. The cost is $3400 plus- tuition and the cost of independent travel. The student is requested to plan activities that will link the local classroom and teacher with the classroom and teacher in Australia and meet requirements listed in the course syllabus.

Evaluation

Student teachers set goals for their experience. The student teacher writes a daily journal of their activities and at the end of each day the student writes a reflection of the teaching experience. A travel log is also written by the student teacher. A summary relating how the travel experience can enhance teaching abilities concludes the travel log.

At the end of the day the student teacher and university faculty discuss the events of the day. The travel period to and from school provides an informal time for feedback and goal setting.

There are two formal observations made by university faculty. Printed evaluation forms are used to provide feedback to the student teacher. The university faculty and the classroom teacher write an evaluation report at the end of the experience.

On return to the Baylor campus the student teacher attends class sessions to assess learning. Students write an essay describing their experience and assessing individual goals. Student teachers also present an oral report describing their teaching and learning experiences and how they linked the local and international learning environments. The supervising teacher at the local school is invited to the session.

Student teachers participate in a survey and an interview with the Program Director to determine the outcomes of the experience. The following is information from the survey and interviews.

Survey Interview Responses

In this experience I learned more about:

- Cultural Awareness
- Different Environments
- Decision Making
- Planning
- Instruction
- Professionalism

From this experience I developed positive feelings about:

- The value of more teaching experience
- Being flexible
- Abilities to plan and select teaching materials and methods
- Knowledge of content

Student teachers were asked to identify differences they experienced in the Australian teaching experience and the results are:

More outdoor play

Swimming in the curriculum of the Infant and Primary School

Hours of instruction time

Uniforms

Focus on handwriting skills

Limited use of technology in the Infant and Primary School

Languages studied in Primary School

Parent Involvement (Fathers)

Male teachers in Infant and Primary Schools

No text books in Primary School

"No Contact Time" (Time period or one day a week when teachers are relieved of teaching responsibilities)

The schedule of the teacher

Teacher preparation

Teacher placement

Conclusion

The Student Teaching in Australia Program provides an opportunity for pre service teachers to be open to new ideas, to new environments, and to new people. It provides a time to explore and to learn about other educational systems. One student stated, "I now have a better understanding of who I am as a person and as a professional."

References

Pike. (1998) Insight Guide Australia. Singapore: APA Publication.

Townsend (1998) The Primary School in Changing Times. London: Routledge Publishers.

Handbooks: Camp Hill Infant School
Camp Hill Primary School
Seville Road State Primary School
Mount Gravatt State High School
Rochedale State High School
Mac Gregor State High School

Appendix

I. Course Syllabus

II. Travel Handbook

III. Evaluation Forms

Baylor University
School of Education

EDF 4399
Student Teaching Abroad

Betty Ruth Baker
Draper 102A

Syllabus

Student Teaching in Australia

EDF 4399 is designed to extend student teaching to a typical setting in foreign sites. Students will be involved in full time student teaching for a minimum of three weeks and cultural experiences for two weeks. The class will meet once a week prior to departure.

Program Goals

Upon completion of this experience, the participant will be able to:

1. Describe Australian Schools and compare and contrast the Australian system with the American system.

2. Appreciate culture by living directly in that culture.

3. Develop a knowledge of the history, geography and arts of the country.

Activities

1. Read assigned materials and participate in class activities.

2. Write expected outcomes to use in daily goals setting and evaluation.

3. Complete materials on assigned dates.

4. Write a unit and organize materials for the teaching experience.

5. Write lesson plans for the teaching experience, and after teaching include a reflection of the experience. Use the format expected by the teacher or the format suggested for student teachers.

6. Write a brief essay comparing and contrasting American and Australian education.
7. Keep a journal of the teaching experience. The journal should include:
   a. Goals for the teaching experience.

b. Description of the school, classroom and teacher.
c. Description of daily activities and a reflection. Include how you want to improve your experience.
d. Summary statement of the experience. Include a reflection and review of goals. Tell how this experience can assist you as a teacher.

8. Keep a brief travel log. Include a reflection of learning. Write a summary statement identifying how the travel experience can enrich you as a teacher.

This should be written daily and completed by the end of the trip.

8. Plan activities that will relate to the local classroom. Involve students, supervising teacher, school staff, and university supervisor. Example: pictures, geography, travel, history, letters, books, essays, stories.

Engage the teacher, staff, and students in Australia in activities and information exchange. Example: pictures, letters, essays, or stories, books.

On your return home, plan to share your travel and teaching experience with your supervising teacher and students, university supervisor and in a planned seminar.

9. Become acquainted with university students in teacher education. Learn about their preparation program and career placement.

10. Complete evaluation procedures.

The Teaching Experience

Objectives:

Student teaching is a culminating experience for the student in teacher education. During student teaching the student should be able to:

1. Apply theories and competencies gained in academic program and field experience
2. Develop and implement various strategies for teaching.
3. View the entire operation of schools--both academic and non-academic.
4. Interact with school administrators and teachers.
5. Study personalities and capabilities of students.
6. Use all resources available to schools in planning for and teaching students.
7. Enhance competencies in classroom management-planning, discipline, record-keeping, and general classroom organization.
8. Participate in activities with parents and other interested members of the community when invited by faculty or administration.
9. Participate in school extracurricular activities.

Students are expected to devote complete days to student teaching in Australia. During the time assigned, students are required to follow the daily schedule of the school to which they are assigned. Students are expected to arrange their schedules to allow ample time to travel to and from the campus and to have time for conferences with their supervising teachers and university supervisors.

The university faculty will assist students in travel to schools. Arrangements will need to be made by students on designated days. Be prompt and considerate of faculty and colleague.

Assignments to the cooperating schools are made on the basis of the student's areas of specialization, the schedule of classes at the school, and the interests of the student. Students will follow the schedule of the school in which they teach.

Seminars and informal discussion sessions will be scheduled by the University Supervisor. This is an important time for feedback and information.

Hints for Success

1. Be regular and punctual in meeting the class. The student teacher will observe the same hours of the regular teacher. The only reasons for missing student teaching are reasons which can be classified as excusable.
2. Know your subject matter. There is no substitute for this. Knowing subject matter for your own use is different from a knowledge of that same subject matter to be taught to someone else. Adequate preparation is the only way to handle this matter.

3. Be prepared to teach and learn from each experience.

Evaluation

The student teacher will be observed by each university supervisor. Verbal and written feedback will be provided to the student teacher. The student teacher will be evaluated by the classroom teacher using criteria identified for the experience. Evaluation procedures and forms will be discussed with the student teacher.

The student teacher will complete a self evaluation. Results of all assignments will be included in the final grade.

Travel in Australia

and

New Zealand

Handbook for

EDF 4399

Student Teaching Abroad

Australia

Introduction

Australia and New Zealand are lands of contrast and wonder. They boast some of the finest scenic routes in the world, progressive programs in education, multi-cultural and multi-ethnic experiences, and the unique philosophy of the South Pacific. This handbook is designed to be a guide to assist in planning an exciting adventure as a professional and continuous learner.

Betty Ruth Baker
Director
Student Teaching in Australia

STUDENTS ARE REQUIRED TO ATTEND ALL CLASS MEETINGS PRIOR TO DEPARTURE.

GRADES FOR THIS COURSE WILL BE LOWERED FOR EACH CLASS MISSED.

TOPICS FOR CLASS MEETINGS:

ORIENTATION-GET ACQUAINTED

AUSTRALIAN CULTURE - HISTORY

TRAVEL ARRANGEMENTS AND GENERAL INFORMATION

AUSTRALIAN EDUCATION - AN OVERVIEW

GEOGRAPHY - WHAT TO SEE

STUDENT TEACHING EXPECTATIONS

THE TEACHING EXPERIENCE

THE TEACHING EXPERIENCE

NEW ZEALAND - CULTURE AND WHAT TO SEE

QUESTIONS AND ANSWERS

WRAP - UP

Things to Do

----- 1. OBTAIN PASSPORT (GIVE TO PROFESSOR FOR VISA)

----- 2. PAY REMAINING COST $3000

----- 3. RETURN 2 PASSPORT TYPE PICTURES TO MISS BAKER

----- 4. REGISTER FOR EDF 4399 STUDENT TEACHING ABROAD SECTION II

----- 5. COMPLETE VISA FORMS

----- 6. OBTAIN HEALTH DOCUMENTS

----- 7. PLAN ITINERARY FOR INDEPENDENT TRAVEL

----- 8. PACK EFFICIENTLY - REMEMBER YOU HAVE TO CARRY YOUR BAGS.

Planning for the Experience

---- With this experience you could make lasting friendships. Get to know your teacher and school staff.

---- Take small gift items with you. General items about Baylor, Texas or the United States (mugs, pencils, book markers and etc.) are appropriate.

---- Obtain the addresses of your teacher and school in Brisbane.

---- Write a letter to the teacher and school on your return home.

---- Take some instructional materials to use in your planning with your students and to share with your teacher. You will also need writing materials. Pictures of your classroom students and your student teaching projects would also be of interest in your Australian experience.

---- Leave expensive jewelry at home.

---- Place airline ticket and passport in your carry - on luggage or purse.

---- Never leave any valuables on the bus or unattended.

---- Carry medications with you on the plane and extra glasses.

---- Purchase an adapter and converter for electrical appliances. You may wish to buy a hair dryer there.

---- Pack efficiently.

---- Pack "leakables" in zip-lock bags.

---- Take a reusable bag and plastic containers to lunch and food for "tea time" at school.

---- Pack an empty tote bag for purchases and side trips.

---- Pack extra coat hangers and soap.

---- You will have access to a laundry room at the dorm.

---- Do not take any food! Entry into Australia is very strict!
(We will shop in Brisbane. Stores are near by.)

---- Do not pack mace or any weapons - This is illegal.

—— Plan to take one large bag and one carry on.

—— Dress for professional experience should be casual but smart.

—— Money: $1,000 should meet basic needs. Carry American Express Travelers Check. Most credit cards are accepted (VISA, Masters Card, American Express).

—— Remember to keep money, checks and passport with you at all times.

Immigration

Arrival:

On arrival in New Zealand the first step is clearing immigration, claiming baggage and clearing customs.

You will receive a landing card to be completed on the plane. Your local address will be the hotel in New Zealand and the campus address in Australia. You will need to know the length of your stay.

Enter immigration.

Passport Check: Do not joke or ask any questions. Simply answer questions.

Go to the Baggage Claim Area. Pick up a cart to carry luggage. Claim your luggage.

Go through the Nothing to Declare position and then to the Outside Area. Wait for all of the group!

Under no circumstances should anyone ask a customs person anything.

Locate the University professor. A driver and bus will meet the group.

Take the cart with luggage to the bus.

In New Zealand the group will be taken on a drive around Auckland and then to the hotel. In Australia the group will be taken to the residence hall on the university campus.

Note: This information is subject to change depending on the flight schedules.

Departure

Departure from New Zealand: The group will meet in the lobby area of the hotel. Remember to check out of the hotel, return key and pay personal charges.

We will depart for the airport approximately three hours prior to flight time. Please stay with the group through Check-in and clearing immigration. Have your passport ready. There will be a departure tax paid at the airport.

Arrival in Australia: Prior to arrival in Australia you will receive a landing card. Please complete all spaces. The address for the residence hall on the University Campus will be your address in Australia. Know the number of days of your stay.

On arrival we will clear immigration. Remember at passport check no questions or comments! Only answer questions. Please - No FOOD! Immigration is very strict!

Next claim your luggage and clear customs. Go through the Nothing to declare position and then to the outside. Wait for all of the group. Locate the University professor and meet Keith Hopkins from Griffiths University. There will be a bus to take the group to the University.

Preparing for Return

Keep receipts for your purchases in New Zealand and Australia. You are entitled to a duty free exemption of $400. You will be given a customs declaration on the plane to complete. Read the example of the form giving attention to the section on merchandise. Have this completed and with your passport.

In checking in at the airport in Sydney or any other part of embarkation check your luggage to Dallas or your final destination by plane.

Luggage will be picked up in Los Angelos as part of entry into the United States to clear customs.

On arrival you will clear passport control and proceed to claim luggage (stay calm). Then on to customs. If you are over the limit for exemptions you will be required to pay duty prior to leaving customs. Note: A personal check will be accepted.

Next take your bag to the area for connecting flights. There should be a porter or attendant to assist you. Then wait for the group to proceed to the terminal for the flight to DFW.

Education in Australia

Each Australian state and mainland territory has its own laws concerning education. In all the states and territories except Tasmania, children must attend school from age six to age 15. However, they may start school before the age of six and most start at age five. About three-fourths of the school population attend public schools with the remainder attending private schools.

Each Australian state operates its own public school system. The states depend on the federal government for most of funding and the federal government grants funds to assist the private schools.

Australian elementary schools provide six to eight years of study. The number of years varies from one state or territory to another. In some cases a year of kindergarten is included.

Secondary schools offer five or six years of education. This depends on the system of the state or territory. Many students quit school when they reach the age requirement so they complete only three or four years of secondary education. However, most of the students who graduate from secondary school go on to a university or college.

Children in remote areas of the outback receive their education at home by means of correspondence schools and schools of the air. Each state operates a correspondence school and the Northern Territory operates two schools for children in isolated areas.

The students receive and turn in their assignments by mail. Four states and the Northern Territory operate schools of the air to enable students and teachers to communicate directly. The teachers are stationed at broadcasting centers in various parts of the country and talk with students by means of two-way radios. In some centers video, television and computer systems are used.

Suggestions for Travel to Schools

1. Leave early to be at school on time. This is helpful to remember for any destination.

2. Locate your bus and bus stop or rely on a taxi. If you rely on a taxi give yourself time for departure and arrival.

3. Remember that traffic is on the opposite side of the road. You must be on that side to catch the bus.

Money Matters

The Australian currency is dollars and cents (100 cents = $1.00). Coins come in 5 cents, 10 cents, 20 cents, 50 cents, $1.00 and $2.00 denominations. There are $5.00, $10.00, $20.00, $50.00 and $100.00 notes. The value in relation to U.S. dollars varies. (approximately $1.00 U.S. = $1.38 Aust.) Money may be converted

in banks and in major hotels. Major credit cards are accepted except in remote areas.

Tipping is not compulsory. It is recognition of good service. Tipping 5% or 10% of the bill is appropriate.

Climate

The Southern Hemisphere seasons are the reverse of those in the North - January is mid-Summer and July is mid-Winter. In Queensland, November - December to April - May is the wetter, hotter half of the year.

Wet weather gear - an umbrella or perhaps a waterproof poncho - well prove handy for tropical downpours which are regular occurrences during the summer months.

Be aware of the dangers of UV radiation in Queensland. This is partially due to a hole in the ozone layer. A broad-brimmed sunhat, good sunglasses and sunscreen are all essential. Safety in the sun is an important health consideration.

Travel in Australia

Planning for travel is almost as much fun as being there! Remember to plan the independent week of travel allowing time to visit places that meet your interest. Australia has bush country, mountains, deserts, rain forests, the Great Barrier Reef and many islands plus the interesting native culture of the Aborigines.

Check with the airlines or travel agency of your choice to determine the best transportation and accommodation. Planning your week of travel prior to departure is recommended and encouraged.

You will be staying in Brisbane, the capital city of Queensland. Queensland, the "Sunshine State," is twice the size of Texas. Brisbane is a city of 1.1 million people providing the opportunities of any modern city area. It is convenient for day trips to the Gold Coast, Sunshine Coast, Moreton Bay and inland to Toowomba on the Great Dividing Range.

Brisbane --- Walk around the city centre. Queen St. Mall has everything. See the South Bank Parkland the site of EXPO '88.

Other Sites:
Lone Pine Koala Sanctuary at Fig Tree Pocket 11 km south-west of the center

Alma Park Zoo - (the best wildlife sanctuary in the area)
28 km north of the center city off the Bruce Hwy

Australian Woolshed
148 Stamford Rd in Ferna, Hills, 15 km north-west of city

University of Queensland
Information office at entrance

Organized tours:

Bus Tours:
Australian Pacific, Phone 13 1304
Coachtrans, Phone 3236 1000
Boomerang Baxways, Phone 3236 3614

Day Trips:

Gold Coast is a 35 km strip of beaches running North from New South Wales to the Queensland border. It is a commercialized resort area - good surf beaches and water sports.

Sunshine Coast - Swimming, Surfing with many small towns. See the Glass House Mountains. Mooloolaba has Underwater World, largest oceanarium in the southern hemisphere.

Visit Nambocus and see the Big Pineapple. This is a plantation and animal nursery.

Note: There are many interesting places in Queensland. See travel books for details.

Places to Visit

Cairns —— Gateway to the Barrier Reef

Queensland —— Barrier Reef Cruise - Swim, snorkel, dive, join the semi-submersible vessel to view corals, grant clams and tropical fish. Visit Green Island.

—— Kuranda Railway -
See the Barron Falls National Park, Rainforest, Tjapukai Aborijnal Dance Theatre with the Dreamtime legend and Aborijnal Musical Comedy. Explore Kuranda.

—— Northern Beaches - Port Douglas -
Daintree River and Cape Tribulation
(Bus Trips from Cairns)

Hobart - capital city
Visit Port Arthur Penal Colony
Tour the Bush Mill
See the Tasmanian Peninsula
Don't miss seeing a Tasmanian Devil

Perth ----- City in Western Australia
Western Australia A city of parks, gardens and bushland.
Geraldton, north of Perth, the historic hamlet of Greenough and Nambury National Park, site of the fascinating "Pinnacles" are places to visit in this area.

New Zealand

Apart from Antartica, New Zealand was the last major land mass to be explored by people. New Zealand is a land of beauty, and a brief stay will introduce the modern city, the country side and the back country sheepstations, the flightless kiwi and the Maori culture.

Auckland: City of Sails

There will be a planned city tour. Also there will be free time to explore the city and the surrounding area.
Key areas: Queen Street, Queen Elizabeth Square; Old Customhouse, Auckland Harbor
Note: Kelly Tarlton's Underwater World provides a view of Antartica. There will be a day trip to Rotorua to visit the Whakareuvarewa Thermal Reserve, a Maori Village, Rainbow and Fairy Springs to view native wildlife and the Agrodome.

Currency: The New Zealand Dollar is divided into 100 cents. The value in relation to the U.S. dollar varies.

Planning the trip: For summer visits, you are advised to bring sweaters or wind-breakers for the cooler evenings or brisk days. Medium thick clothing with a raincoat or umbrella is adequate for most regions most of the year. New Zealand is noted for the brilliance of light. This can lead to severe sunburn on days when the temperature may be deceptively low. It is important to wear sunscreen lotions.

Suggested Reading Topics

Animal Life
Plant Life
Great Barrier Reef
New South Wales
Northern Territory
Queensland
Tasmania
Aborigines
History of Australia
History of New Zealand
Maori

Books

Armstrong, M (1996) Queensland. Singapore: SNP Printing Pte Ltd.

ISBN 086442 318 7

Ivory, M (1996) Fodor's Exploring Australia. New York: Fodor's Travel Publications, Inc.

ISBN 0-679-03003-4

Wolf, S. Ed. (1996) Fodor's 97 Australia. New York: Fodor's Travel Publications, Inc.

ISBN 0-679-03172-3

McLauchlan, G. (1995) New Zealand. Boston: Houghton Mifflin Company.

ISBN 0-395-71076-6

Appendix

29

DARWIN 3-star night

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30

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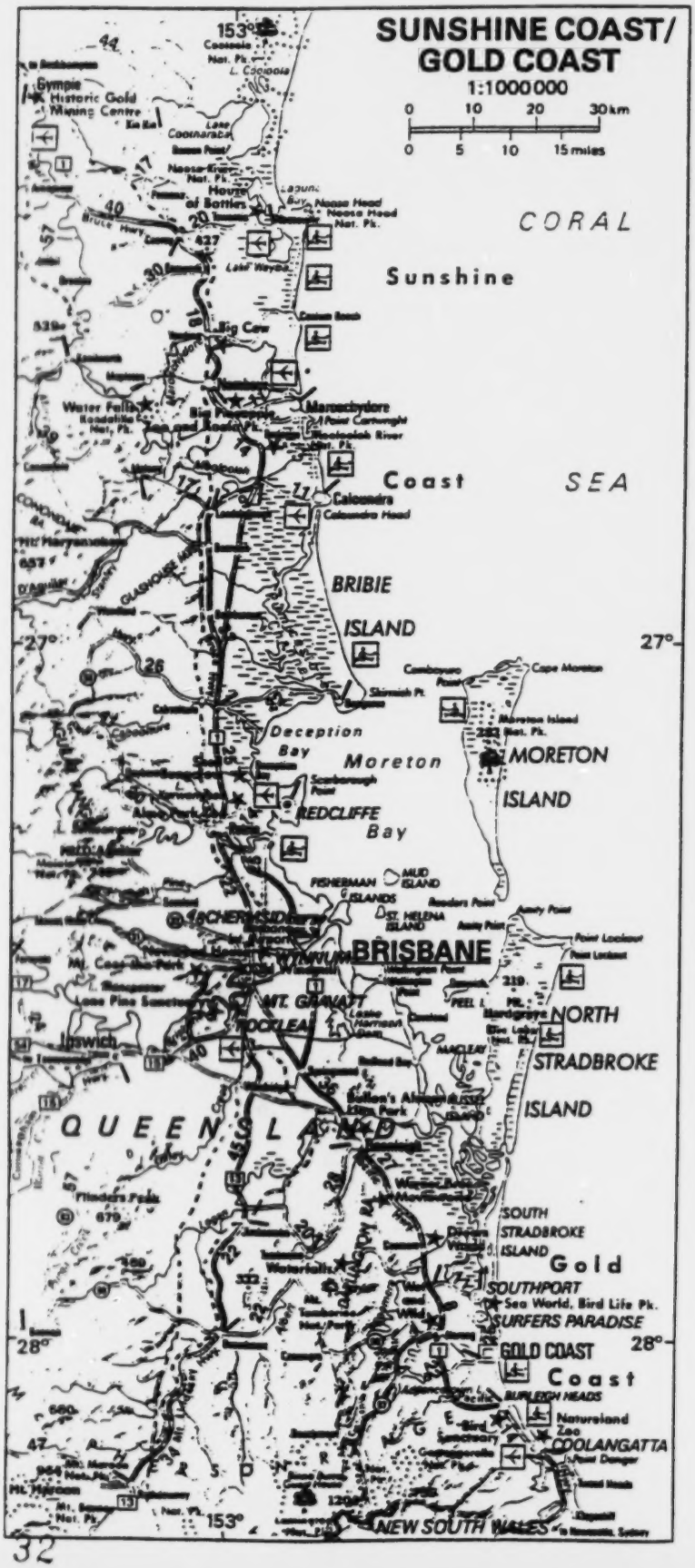

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TO BE COMPLETED COMING HOME

WELCOME TO THE UNITED STATES

DEPARTMENT OF THE TREASURY
UNITED STATES CUSTOMS SERVICE

FORM APPROVED
OMB NO. 1515-0001

CUSTOMS DECLARATION

19 CFR 122.27, 148.12, 148.13, 148.110, 148.111

ch arriving traveler or head of family must provide the following informa-n (only ONE written declaration per family is required):

Name: _____
Last First Middle initial

Date of Birth: ___/___/___ 3. Airline/Flight _____
Day Month Year

Number of family members traveling with you _____

U.S. Address: _____

City: _____ State: _____

	YES	NO
I am a U.S. Citizen If No, Country: _____	☐	☐
I reside permanently in the U.S. If No, Expected Length of Stay: _____	☐	☐
The purpose of my trip is or was ☐ BUSINESS ☐ PLEASURE		
I am/we are bringing fruits, plants, meats, food, soil, birds, snails, other live animals, farm products, or I/we have been on a farm or ranch outside the U.S.	☐	☐
I am/we are carrying currency or monetary instruments over $10,000 U.S. or foreign equivalent.	☐	☐

The total value of all goods I/we purchased or acquired abroad and am/are bringing to the U.S. is (see instructions under Merchandise on reverse side): $ _____
US Dollars

MOST MAJOR CREDIT CARDS ACCEPTED.

GN ON REVERSE SIDE AFTER YOU READ WARNING.

(Do not write below this line.)

PECTOR'S NAME	STAMP AREA
DGE NO.	

[illegible] Reduction Act Notice. The Paperwork Reduction Act of 1980 says we must tell you why we ask for this information, how we use it, and what will happen if you fail to give it to us. We ask for this information so agents [illegible] Customs laws and Currency laws of the United States. We need it to ensure that travelers are complying with these laws and [illegible] to them and correct the right amount of duties and taxes. Your response is mandatory.

[illegible] required by 5 CFR 1320.21. The estimated average burden associated with this collection of information is [illegible] per response or recordkeeping or recordkeeping activity, including the time for reviewing instructions, searching existing [illegible] and completing and reviewing the collection of information. Comments concerning the accuracy of [illegible] burden estimate and suggestions for reducing this burden should be directed to U.S. Customs Service, Paperwork [illegible] Room, Washington, DC 20229, and to the Office of Management and Budget, Paperwork Reduction Project [illegible], Washington, DC 20503.

Customs Form 6059B (092089)

WARNING

The smuggling or unlawful importation of controlled substances regardless of amount is a violation of U.S. law.

Accuracy of your declaration may be verified through questioning and physical search.

AGRICULTURAL PRODUCTS

To prevent the entry of dangerous agricultural pests the following are restricted: Fruits, vegetables, plants, plant products, soil, meats, meat products, birds, snails, and other live animals or animal products. Failure to declare all such items to a Customs/Agriculture Officer can result in fines or other penalties.

CURRENCY AND MONETARY INSTRUMENTS

The transportation of currency or monetary instruments, regardless of amount, is legal; however, if you take out of or bring into (or are about to take out of or bring into) the United States more than $10,000 (U.S. or foreign equivalent, or a combination of the two) in coin, currency, travelers checks or bearer instruments such as money orders, checks, stocks or bonds, you are required by law to file a report on a Form 4790 with the U.S. Customs Service. If you have someone else carry the currency or instruments for you, you must also file the report. FAILURE TO FILE THE REQUIRED REPORT OR FALSE STATEMENTS ON THE REPORT MAY LEAD TO SEIZURE OF THE CURRENCY OR INSTRUMENTS AND TO CIVIL PENALTIES AND/OR CRIMINAL PROSECUTION.

MERCHANDISE

In Item 11, U.S. residents must declare the total value of ALL articles acquired abroad (whether new or used, whether dutiable or not, and whether obtained by purchase, as a gift, or otherwise), including those purchases made in DUTY FREE stores in the U.S. or abroad, which are in their or their family's possession at the time of arrival. Visitors must declare in Item 11 the total value of all gifts and commercial items, including samples they are bringing with them.

The amount of duty to be paid will be determined by a Customs officer. U.S. residents are normally entitled to a duty free exemption of $400 on those items accompanying them; non-residents are normally entitled to an exemption of $100. Both residents and non-residents will normally be required to pay a flat 10% rate of duty on the first $1,000 above their exemptions.

If the value of goods declared in Item 11 EXCEEDS $1,400 PER PERSON, then list ALL articles below and show price paid in U.S. dollars or, for gifts, fair retail value. If additional space is needed, continue on another Customs Form 6059B.

DESCRIPTION OF ARTICLES	PRICE	CUSTOMS USE
TOTAL		

IF YOU HAVE ANY QUESTIONS ABOUT WHAT MUST BE REPORTED OR DECLARED ASK A CUSTOMS OFFICER.

I have read the above statements and have made a truthful declaration.

SIGNATURE DATE (Day/Month/Year)

*U.S.G.P.O. 1990-744-875

Customs Form 6059B (092089) (Back)

BEST COPY AVAILABLE

Glossary

ankle-biter -- small child, *tacker, rug rat*
arvo -- afternoon
avagoyermug -- traditional rallying call, especially at cricket matches
award wage -- minimum pay rate

back o' Bourke -- back of beyond, middle of nowhere
backblocks -- *bush* or other remote area far from the city
bail out -- leave
Balmain bug -- see *Moreton Bay bug*
banana bender -- resident of Queensland
banker -- a river almost overflowing its banks (as in 'the Cooper is running a banker')
barbie -- barbecue (BBQ)
barra -- barramundi (prized fish of the north)
barrack -- cheer on team at sporting event, support (as in 'who do you barrack for?')
bathers -- swimming costume (Victoria)
battler -- hard trier, struggler (the outback is full of 'great Aussie battlers')
beaut, *beauty, bewdie* -- great, fantastic
big bikkies -- a lot of money, expensive
big mobs -- a large amount, heaps
bikies -- motorcyclists
billabong -- waterhole in dried-up riverbed, more correctly an ox-bow bend cut off in the dry season by receding waters
billy -- tin container used to boil tea in the bush
bitumen -- asphalt, surfaced road
black stump -- where the *back o' Bourks* begins
blaze -- (a blaze in a tree) a mark in a tree trunk made by cutting away bark, indicating a path or reference point; also 'to blaze'
bloke -- man
blowies -- blowflies, bluebottles
bludger -- lazy person, one who won't work and lives off other people's money
blue heeler -- cattle dog
blue (ie *have a blue*) -- to have an argument or fight
bluey -- *swag* ; also nickname for a red-haired person
bonzer -- great, *ripper*
boomer -- very big; a particularly large male kangaroo
boomerang -- a curved flat wooden instrument used by the Aborigines for hunting
booze bus -- police van used for random breath testing for alcohol
boozer -- pub
bowser -- fuel pump at a service station (named after the US inventor S F Bowser)

brumby -- wild horse
bruss -- brother, *mate* (used by central Australian Aborigines)
Buckley's, *Buckley's chance* -- no chance at all. The origin of this term is unclear. Maybe it derives from the Melbourne department store of Buckley's & Nunn; or from the escaped convict William Buckley, whose chances of survival were considered negligible but who ended up living with Aborigines for 20 years; or from the Sydney Harbour, with dire results
bug -- see *Moreton Bay bug*
Bulamakanka -- place even beyond the *back o' Bourke* , way beyond the *black stump* (see *never-never*)
bull bar -- outsize front bumper on car or truck as ultimate barrier against animals on the road
bull dust -- fine, powdery and sometimes deep dust on outback roads, often hiding deep holes and ruts that you normally wouldn't drive into; also bullshit
bungarra -- any large (1.5 metre-plus) goanna, but specifically an Aboriginal name for Gould's goanna, prized as food
bunyip -- mythical bush spirit said to inhabit Australia's swamps
burl -- have a try (as in 'give it a burl')
bush tucker -- (food available naturally)
bush (ie *go bush*) -- go back to the land
bush -- country, anywhere away from the city; *scrub*
bushbash -- to force your way through pathless bush
bushranger -- Australia's equivalent of the outlaws of the American Wild West (some goodies, some baddies) -- the helmeted Ned Kelly was the most famous

caaarn! -- come on, traditional rallying call, especially at football games, as in 'Caaarn the Bombers!'
cackle-berries -- eggs; also 'hen-fruit' , 'chook-nuts' and 'bum-nuts'
camp draft -- Australian rodeo, testing horse rider's skill in separating cattle or sheep from a herd or flock
camp oven -- large, cast-iron pot with lid, used for cooking in a open fire
Chiko roll -- vile Australian junk food
chocka -- completely full (from 'chook-a-block')
chook -- chicken
chuck a U-ey -- do a U-turn
clobber -- clothes
cobber -- mate (archaic)
cocky -- small-scale farmer; cookatoo
come good -- turn out all right
compo -- compensation such as workers' compensation
cooee -- long, loud call used in the bush to attract attention; also, shouting distance (to be within cooee or...)
cop,*copper* -- policeperson (not uniquely strine but very common nevertheless); see *walloper*

counter meal, *countery* -- pub meal
cow cocky -- small-scale cattle farmer
cozzie -- swimming costume (New South Wales)
crook -- ill, badly made, substandard
crow eater -- resident of South Australia
culvert -- channel or pipe under road for rainwater drainage
cut lunch -- sandwiches
cut snake -- see *mad as a ...*

dag, *daggy* -- dirty lump of wool at back end of a sheep; also an affectionate or mildly abusive term for a socially inept person
daks -- trousers
damper -- bush loaf made from flour and water and cooked in a *camp oven*
dead horse -- tomato sauce
deli -- delicatessen
didgeridoo -- cylindrical wooden musical instrument played by Aboriginal men
digger -- Australian or New Zealand soldier or veteran (originally, a miner); also a generic form of address assuming respect, mainly used for soldiers/veterans but sometimes also between friends
dill -- fool
dingo -- indigenous wild dog
dink -- carry a second person on a bicycle or horse
dinkum, *fair dinkum* -- honest, genuine ('fair dinkum?'-- really?)
dinky-di -- the real thing
distillate -- diesel fuel
divvy van -- police divisional van
dob in -- to tell on someone
dodgy -- false, unreliable
dog fence -- the world's longest fence, erected to keep dingoes out of south-eastern Australia
don't come the raw prawn -- don't try and fool me
donga -- small transportable hut; also the *bush* , from the name for a shallow, eroded gully, found in areas where it doesn't rain often, so people don't go there
donk -- car or boat engine
down south -- the rest of Australia, according to anyone north of Brisbane
drongo -- worthless person
droving -- moving livestock a considerable distance
Dry, the -- the dry season in the north
duco -- car paint
duffing -- stealing cattle (literally: altering the brand on the 'duff' , or rump)
dunny budgies -- *blowies*
dunny -- outdoor lavatory

earbash -- talk nonstop

eastern states -- the rest of Australia viewed from Western Australia
Esky -- trademark name for a portable ice box used for keeping beer etc. cold

fair crack of the whip! -- *fair go !*
fair go! -- give us a break!
feeding the ants -- being in a very deceased condition out in the *donga*
FJ -- most revered Holden car
flagon -- two-litre bottle (of wine, port, etc)
flake -- shark meat, often used in fish & chips down south
floater -- meat pie floating in pea soup - yuk
flog -- steal; sell; whip
fluke -- undeserved good luck ('they had three flat tyres, no spare, no puncture kit, no water, but they fluked a lift into town on the montly mail truck. Otherwise they'd still be there *feeding the ants.* ')
fossick -- hunt for gems or semiprecious stones
furphy -- a misleading statement, rumour or fictitious story, named after Joseph Furphy, who wrote a famous Australian novel, *Such is Life* , then reviewed the book for a literary journal of the time and criticised it; the public bought it by the ton. Or maybe this is a furphy and the term instead derives from the water or sewerage carrier made by his brother's company in Shepparton, Victoria; in WWI these carriers were places where the troops met, swapped yarns and information, and no doubt construed a few furphies

g'day -- good day, traditional Australian greeting
galah -- noisy parrot, thus noisy idiot
game -- brave (as in 'game as Ned Kelly')
gander -- look (as in 'have a gander')
garbo -- person who collects your garbage
gibber -- Aboriginal word for stone or boulder; gibber plain -- stony desert
gidgee -- a type of small acacia
give it away -- give up
good on ya -- well done
grade -- (to grade a road) to level a road, usually by means of a bulldozer fitted with a 'blade' that scrapes off the top layer and pushes it to the side
grazier -- large-scale sheep or cattle farmer
Green, the -- term used in the Kimberley for the wet season
grog -- general term for alcholic drinks
grouse -- very good, unreal
gun shearer -- the best shearer in any shearing shed

homestead -- the residence of a *station owner or manager*
hoon -- idiot, hooligan, *yahoo* ; also 'to hoon' or 'hooning around' , often in a vehicle -- to show off in a noisy fashion with little regard for others
how are ya? -- standard greeting -- expected answer: 'Good, thanks, how are *you ?'*
how ya going? -- *how are ya?*

HQ -- second-most revered Australian car
Hughie -- the god of rain and surf ('Send her down, Hughie! , 'Send 'em up, Hughie!'); also God when things go wrong ('It's up to Hughie now!')
humpy -- Aboriginal bark hut ('it was so cold, it would freeze the walls off a bark humpy')

icy-pole -- frozen *lolly water* or ice cream on a stick

jackaroo -- young male trainee on a *station*
jaffle -- sealed toasted sandwich
jerky -- dried meat
jillaroo -- young female trainee on a *station*
joey -- baby kangaroo or wallaby
journo -- journalist
jumbuck -- young sheep
jump-up -- escarpment
jumped-up -- arrogant, full of self-importance (a 'jumped-up petty Hitler')

kiwi -- (also 'kay-one-double-you-one') New Zealander
knackered -- exhausted, very tired
knock -- criticise, deride
knocker -- one who *knocks*
Koori -- Aborigine (mostly south of the Murray River)

lair -- layabout, ruffian
lairising -- acting like a *lair*
lamington -- square of sponge cake covered in chocolate icing and coconut
larrikin -- a bit like *lair* ; rascal
lay-by -- put a deposit on an article so the shop will hold it for you
lean-to -- a temporary shelter, usually bark or tin placed diagonally against a tree trunk
lemonade -- Australian Seven-Up
lock-up -- *watch house*
lollies -- sweets, candy
lolly water -- soft drink made from syrup and water
lurk -- a scheme

mad as a cut snake -- insane, crazy; also insane with anger
mallee -- low, shrubby, multi-stemmed eucalypt. Also 'the mallee' -- the *bush*
manchester -- household linen
March fly -- horsefly, gadfly
mate -- general term of familiarity, whether you know the person or not (but don't use it too often with total strangers)
Matilda -- *swag*
Mexican -- to a Queenslander, anyone from south of the border
milk bar -- general store

milko -- milkman
mob -- a herd of cattle or flock of sheep while *droving* ; any bunch of people (group, club, company)
Moreton Bay bug -- (also known as *bug* or *Balmain bug*) an estuarine horseshoe crab closely related to the shovel-nosed lobster (good *tuckerwith an unfortunate name*)
mozzies -- mosquitoes
mud map -- map drawn on the ground with a stick, thus any rough map drawn by hand
mulga -- arid-zone acacia; the *bush* , away from civilisation (as in 'he's gone up the mulga')
Murri -- Aborigine (mostly in Queensland)
muster -- round up livestock
mystery-bags -- sausages

never-never -- a place even more remote than *back o' Bourke*
no worries -- *she'll be right* , that's OK
no-hoper -- hopeless case
north island -- mainland Australia, viewed from Tasmania
northern summer -- summer in the northern hemisphere
nulla-nulla -- wooden club used by Aborigines

O-S -- overseas (as in 'he's gone O-S')
ocker -- an uncultivated or boorish Australian
ocky strap -- octopus strap: elastic strap with hooks for tying down gear and generally keeping things in place
off-sider -- assistant or partner
outback -- remote part of the bush, back o' Bouke
outstation -- an outlying *station* separate from the main one on a large property
OYO -- own your own (flat or apartment)
Oz -- Australia

pad -- animal track ('cattle pad')
paddock -- a fenced area of land, usually intended for livestock (paddocks can be huge in Australia)
pal -- *mate*
pastoralist -- large-scale *grazier*
pavlova -- traditional Australian meringue and cream dessert, named after the Russian ballerina Anna Pavlova
pineapple, rough end of -- *stick, sharp end of*
pocamelo -- camel polo
pokies -- poker machines, found in clubs, mainly in New South Wales
pom -- English person
pommy's towel -- a notoriously dry object ('the Simpson desert is as dry as a pommy's towel')

possie -- advantageous position (pronounced 'pozzy')
postie -- mailman or mailwoman
push -- group or gang of people, such as shearers

Queenslander -- dwellings which are generally square in shape and raised off the ground by stumps or poles, with a high-pitched iron roofs and broad, shady verandahs on at least two, and often four sides. They are a distinctive aspect of Queensland architecture
QNP & WS -- Queensland National Park & Wildlife Service
quid -- literally: a pound, $2. Still a common term in the *bush* for a non-specified amount of money, as in 'can you lend me a quid?' (enough money to last me until I'm not *skint*)

RACQ -- Royal Automobile Club of Queensland
rapt -- delighted, enraptured
rat's coffin -- meat pie of dubious quality
ratbag -- friendly term of abuse (friendly trouble-maker)
razoo -- a coin of very little value, a subdivision of a rupee ('he spent every last razoo'). Counterfeit razoos made of brass circulated in the goldfields during *two-up* sessions, hence 'it's not worth a brass razoo'
reckon! -- you bet! absolutely!
rego -- registration (as in 'car rego')
ridgy-didge -- original, genuine, *dinky-di*
ripper -- good, great (also 'little ripper')
road train -- *semi-trailer* - trailer-trailer
roo bar -- *bull bar*
rooted -- tired
ropable -- very bad-tempered or angry
rubbish (ie *to rubbish*) -- deride, tease
rug rat -- small child, *ankle-biter* , *tacker*

salvo -- member of the Salvation Army
sandgroper -- resident of Western Australia
sanger -- sandwich
scallops -- fried potato cakes (Queensland), the edible muscle of certain molluscs (north Queensland), shellfish (elsewhere)
scrub -- stunted trees and bushes in a dry area; a remote, uninhabited area
sea wasp -- box jellyfish
sealed road -- tarred road
sedan -- a closed car seating four to six people
see you in the soup -- see you around
seismic line -- *shotline*
semi-trailer -- articulated truck
she'll be right -- *no worries* , it'll be OK
shellacking -- comprehensive defeat
shonky -- unreliable

shoot through -- leave in a hurry
shotline -- straight trail through the bush, often kilometres long and leading nowhere, built by a mining company for seismic research
shout -- buy round of drinks (as in 'it's your shout')
sickie -- day off work through illness or lack of motivation
singlet -- sleeveless shirt
skint -- the state of being *quidless*
sleep-out -- a covered verandah or shed, usually fairly open
sling-off -- criticise
smoke-oh -- tea break
snag -- sausage
sport -- *mate*
spunky -- good looking, attractive (as in 'what a spunk')
squatter -- pioneer farmer who occupied land as a tenant of the government
squattocracy -- Australian 'old money' folk, who made it by being first on the scene and grabbing the land
squiz -- a look (as in 'take a squiz')
station -- large sheep or cattle farm
stick, sharp end of -- the worse deal
stickybeak -- nosy person
stinger -- box jellyfish
stoush -- fist fight, brawl (also verbal)
stretcher -- camp bed
strides -- *daks*
strine -- Australian slang (from how an *ocker* would pronounce the word 'Australian')
Stubbies -- trademark name for rugged short shorts
sunbake -- sunbathe (well, the sun's hot in Australia)
super -- superannuation (contributory pension)
surfaced road -- tarred road
surfies -- surfing fanatics
swag -- canvas-covered bed roll used in the outback; also a large amount
swaggie, *swagman* -- itinerant worker carrying his possessions in a *swag* (see *waltzing Matilda*)

ta -- thanks
table drain -- rainwater run-off area, usually quite deep and wide, along the side of a dirt road
tacker -- small child, *ankle-biter , rug rat*
takeaway -- fast food, or a shop that sells it
tall poppies -- achievers (*knockers* like to cut them down)
Taswegian -- resident of Tasmania
tea -- evening meal
terrorist -- tourist
thingo -- thing, whatchamacallit, hoozameebob, dooverlacky, thingamajig

thirst you could paint a picture of -- the desire to drink a large quantity of foaming, ice-cold, nut-brown ale
thongs -- flip-flops
Tip, the -- the top of Cape York
togs -- swimming costume (Queensland, Victoria)
too right! -- absolutely!
Top End -- northern part of the Northern Territory, sometimes also Cape York
Top, the -- the tip of Cape York
Troopie -- Toyota Landcruiser Troopcarrier (seats up to 11 people)
trucky -- truck driver
true blue -- *dinkum*
tucker -- food

uni -- university
up north -- New South Wales and Queensland when viewed from Victoria
ute -- utility, pickup truck

vegies -- vegetables

waddy -- wooden club used by Aborigines
wag -- to play truant ('to wag school')
wagon -- station wagon, estate car
walkabout -- lengthy walk away from it all
wallaby track, on the -- to wander from place to place seeking work (archaic)
walloper -- policeperson (from 'wallop' , to hit something with a stick)
waltzing Matilda -- to wander with one's *swag* seeking work or a place to settle down (archaic)
washaway -- washout: heavy erosion caused by running water across road or track
watch house -- temporary prison at a police station
weatherboard house -- wooden house clad with long, narrow planks
Wet, the -- rainy season in the north
wharfie -- dockworker
whinge -- complain, moan
willy-willy -- whirlwind, dust storm
wobbly -- disturbing, unpredictable behaviour (as in 'throw a wobbly')
woof wood -- petrol used to start a fire
woolly rocks -- sheep
woomera -- stick used by Aborigines for throwing spears
wowser -- spoilsport, puritan

yabby, to -- to catch yabbies, a relaxed activity often involving *mates* or two ('they're going yabbying this *arvo* ')
yabby, *yabbie* -- small freshwater crayfish
yahoo -- noisy and unruly person, *hoon*

yakka -- work (from an Aboriginal language)
yobbo -- uncouth, aggressive person
yonks -- ages, a long time
youse -- plural of you (pronounced 'yooz')
yowie -- Australia's yeti or bigfoot

AUSTRALIA PROGRAM
BAYLOR UNIVERSITY SCHOOL OF EDUCATION
STUDENT TEACHER VISITATION REPORT

Student Teacher _____ Supervising Teacher _____

School District _____ University Supervisor _____

Cooperating School _____ Date _____

Grade / Subject _____

Classroom Atmosphere:

Classroom Planning:

Classroom Management:

Observations:

Comments and Suggestions:

WHITE COPY: STUDENT TEACHER
CANARY COPY: SUPERVISING TEACHER
PINK COPY: UNIVERSITY SUPERVISOR

AUSTRALIA PROGRAM
BAYLOR UNIVERSITY SCHOOL OF EDUCATION
STUDENT TEACHER EVALUATION

Student Teacher _____

School _____

Date _____

Directions: Write about specific areas of strengths and weaknesses

I. Human Relations

II. Personality and Character Traits

III. Communication Skills

IV. Effective Work with Students

V. Professionalism

_____

Supervising Teaching Signature

WHITE COPY: STUDENT TEACHER
CANARY COPY: SUPERVISING TEACHER
PINK COPY: UNIVERSITY SUPERVISOR